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Elementary and Secondary Education Act, Title I, Mexican American migrant programs in the state of Iowa stressed low pupil-teacher ratio, establishment of students' educational attainment, and use of ungraded curriculum. Since the language barrier was identified as a major obstacle to information transmission in the classroom, oral language concepts and Spanish-speaking teacher aides were utilized. Nutritional requirements of these disadvantaged children were met daily by free breakfasts and lunches. A health program including full medical and dental services was instituted. Field trips and parties, as well as organized physical education activities provided cultural enrichment opportunities. It was found that the major obstacle to the migrant programs was financial. By shifting funds from districts not utilizing their total allocation, it was possible to sustain the Mexican American migrant programs. (DA)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

1068P-784T1

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ANNUAL EVALUATION REPORT

FOR MIGRANT PROGRAMS

FISCAL YEAR 1968

(School Year 1967-68)

Title I of Public Law 89-10
The Elementary and Secondary Education Act of 1965

State of Iowa, Department of Public Instruction, October, 1968

FISCAL
YEAR
1968
SCHOOL
YEAR
1967-68

RC003324

State of Iowa
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Des Moines 50319

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ANNUAL EVALUATION REPORT

FOR MIGRANT PROGRAMS

FISCAL YEAR 1968

(School Year 1967-68)

TITLE I, PUBLIC LAW 89-10

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INTRODUCTION

The Title I ESEA Migrant Programs in the State of Iowa were operational from May through August of 1968. There were two program centers; one at Mason City, Iowa which conducted programs at Reinbeck, Buffalo Center, and Mason City; the other program center was at Muscatine, Iowa. The coordinating agencies were the Migrant Action Program and The Muscatine Migrant Committee. These two agencies helped coordinate their respective local community service groups plus state and federal agencies so that various sources of funding and services were channeled to the school systems who conducted the migrant programs.

The programs for the migrant children stressed the concept of low pupil-teacher ratio, establishing the students educational level and by using the ungraded approach - this included stressing the oral language concepts as well as the traditional. Nutritional needs of the children were met by serving free breakfasts and lunches with mid-morning and mid-afternoon snack breaks. Health programs which included medical and dental services. Their cultural concepts were enhanced by field trips and parties for the children, and recreational activities which included organized games as well as free swimming lessons.

IOWA ANNUAL EVALUATION REPORT FOR MIGRANT PROGRAMS
Title I ESEA
Fiscal Year 1968

I. Innovative and/or Exemplary Projects

A. Description

It is somewhat difficult to specifically state that this is or is not an innovation in the educational process for migrant children. The programs that were operational are founded upon the premise that migrant school children are approximately one to three years below their chronological age-grade level in the basic subjects.

The fact that education in our nation is in the English language while the migrant children's primary language is Spanish, appears to be the largest stumbling block to the migrant child's education. Therefore, the ungraded aural-oral approach is used in the basic areas of Language Arts and Mathematics.

The children were placed in designated grade areas according to their age and last school grade placement. Due to the reduced pupil-teacher ratio, the teacher was able to individualize instruction to each child placed in her room. The students educational level is established upon the basis of standardized tests which are modified somewhat by rewriting some parts of the test so the student is not handicapped too severely by the English language structure of the test. The teacher is free to move either up or down the educational scale as she perceives the migrant students responsiveness to the educational program.

The use of bilingual teachers in the classroom, when available, or by using adult migrant teacher aides who are bilingual helped the teachers in presenting the lesson materials.

In addition to the basic subject areas, the migrant child also had instruction in music, art, and physical education as well as breakfast, lunch, mid-day snacks, and free play recess periods.

The music programs stressed the rote method of learning songs with emphasis given to the use of physical and rhythmic movement whenever it was practical to do so. Significant time was devoted to offering the migrant children an appreciation of their own Mexican-American musical heritage.

The art program attempted to develop an awareness of and an appreciation for the importance of the individual by having the students portray themselves and their environment in various act forms. This was accomplished by the various use of craft activities which led to puppet shows, the making of flour and salt relief maps, and "Myself and My Family" booklets containing the five senses, care of the body, and the role of the parent toward the family.

Physical education activities included body movement exploration and circle games for the primary age children; exercises, relays, and team sports for the intermediate and upper elementary age children. Recreational swimming as well as swimming lessons were offered to the third through eighth grade students. The local Y.W.C.A., Y.M.C.A., and

local swimming pool facilities were utilized in this phase of the migrant program.

Educational field trips were integrated into the migrant school program. Whenever possible the academic and cultural aspects of the field trips were integrated. The field trips ranged from visits to public-private museums, zoos, television, and radio stations, food processing plants, airports, President Hoover's birthplace and memorial, and an integrated picnic sponsored by the Girl Scouts. It was reported by one of the reporting schools that the field trips offered a strong incentive for faithful daily attendance by the migrant children.

The physical health of the migrant children was checked and immunizations were administered when needed. One school initiated daily toothbrushing to start a hygienic habit. They also had the children make toilet kits from cigar boxes to facilitate toothbrushing at home. Dr. Goodrich, D.D.S., State Department of Health, and his hygienist visited one of the attendance centers to give instructions to the children between the ages of 5-14, for the application of topical fluoride. This was the first time that a school group in the State of Iowa participated in the administration of the newly developed and tested topical fluoride. The services of Dr. Goodrich and his hygienist, as well as the topical fluoride materials, were provided without charge by the Iowa Department of Health.

B. Human interest aspects of the programs.

One group of migrant children entertained a local group of their counterparts at a party. The migrant children mixed

kool-aid arithmetically and taught their Anglo counterparts various native songs and dances.

One group of upper elementary girls designed their own dresses, buying the material, and making their own dresses in Y.W.C.A. sewing class.

A parents advisory group planned a staff, migrant, community picnic for the 4th of July, which was attended by approximately two hundred persons.

II. Objective Measurements

A. Standardized Tests

1. See Attached Table I

The scores reported on Table I are highly suspect due to the following reasons:

a. There are different numbers of children taking the pre-test and post-test.

b. There is no guarantee that the same students took both tests.

c. As this writer recommended in last years' report, the children should be pre and post tested in their local Texas school on a yearly basis. In this manner any growth the child makes could be more easily validated. The short space of time available in a summer program is not conducive to good test results.

2. The schools felt that the tests were helpful in establishing the students basic grade level. However, the consensus opinion was that the summer school sessions were to short a period of time to accurately measure students growth. The schools did indicate that there

were indications of educational growth by the migrant children. One of the reporting schools stated that the parallel results of the Inter-American Series testing with an (n) of 14 indicated that the Mexican-American student tends to be more illiterate in his own language and reading skills than he does in English.

All schools reported that the language barrier was the hardest for the migrant child to overcome. When a child from birth hears very heavily accented dialects, that is the way he learns to pronounce words. The idioms and colloquialisms his adults use become his way of expressing himself. If no one at home encourages him to ask questions in the English language, the child learns few words and does not learn how to formulate questions. Thus when the teacher uses only English and expects the child to respond in English, he is confused and frustrated.

We must recognize the fact that for the Mexican-American migrant child, English is a second language and it must be taught as a second language. When this concept is accepted and the educational program is placed on this basis, then we will begin to make progress in educating the Mexican-American migrant child. When students and teacher can exchange synonyms and clarify for each other the meanings of words and phrases, lessons in vocabulary building are fun for both. The teacher is responsible for explaining that social circumstances dictate the kind of language considered to be in "good taste." The teacher must also make clear to students the degree to which the use of standard English is required

to get a job, hold it, and move up the ladder of success. This can be done by directing attention to the English used by people the children meet and talk to when they go on trips to factories, industries, and offices. Teachers often say they can't communicate with disadvantaged children. Disadvantaged children often for the purpose of hiding their meanings and feelings develop their own special language which is not understood by the people working with the disadvantaged. Teachers must learn this coded jargon so they can communicate with the group. They must also learn to simplify words and phrasing, to demonstrate and show, and above all to provide experiences for which unrecognized word symbols stand. For example, a trip to the river may be necessary before a child can learn the word dock.

One aspect of testing that does not appear in the test results is that of social acceptance and social awareness. This must be established and drawn out by the teacher who has only subjective means of judging the effectiveness of this phase of the educational program.

B. Teacher Developed Tests

1. The teachers used occasional short quizzes to test the effectiveness of individual daily lessons. They felt that these tests gave an indication of the effectiveness of the teacher's subject matter presentation.
2. The schools reported that teacher-made tests gave an indication of where the student deficiencies were at that particular time. This type of testing is one of the main tools of the trade that the teacher has in

establishing daily goals and lesson plans. They freely admit that teacher-made tests only measure one part of the educational program and that there is a wide variance in some students on a day to day basis.

3. There were no teacher-made tests submitted by the reporting schools.

III. Subjective Measurements

A. The reporting schools stated that the migrant students were attentive, cooperative, and showed a positive attitude toward school and their school assignments. The students are capable of producing very satisfactory work at their achievement level, but these results are accomplished by carefully planned and presented daily lessons which rely considerably upon oral language development,

The teachers' estimate of the percentage of students who made progress according to a rating scale is as follows:

	LOW	HIGH
Reading	65%	92%
Other Skills	85%	87%
Verbal Functioning	90%	97%
Non Verbal Functioning	75%	100%
Self Image	30%	96%
Actual Health	95%	100%

B. It was recommended, by all reporting schools, that there must be a balance between academic and social experiences for the migrant child. It was the feeling that these experiences should be expanded in order that all of the children could benefit by them. The schools admit that they do not have an exact answer to all of the migrant child's problems, but, they feel that they are on the right track and they are

searching for more and better ways to accomplish the goal of raising the educational and social concepts of the migrant child. It was recommended that additional work with the parents of the migrant children was needed so that home and school could function as a team for the benefit of the child.

C. The social welfare workers reported that the migrant parents were very anxious to have their children enrolled in the school program as soon as possible after their arrival. The migrant children were interested in learning whether they can be assigned to the same teacher as during the previous summer.

It was reported that the growers were more cooperative in urging the older children to attend school. The living quarters for the migrants had been improved for this year. There was good parental participation in the advisory and volunteer aspects of the school program. There are more migrant families seeking to settle in the local school areas.

The percentage of school attendance continues to remain high which indicates that the children and their parents have accepted the educational, nutritional, and social advantages of the migrant school program.

IV. General Program Effectiveness

A. Services

The expansion of the physical education program included swimming lessons, organized team sports on an intramural basis, and additional equipment for the children under the direction of full time certified personnel. The nucleus of a boy scout troop organization in which the basic tennents of scouting were presented and sewing classes for the girls through the

sponsorship of the Y.W.C.A. were also available to the migrant students.

In addition, services that had been successful in the previous years were continued. These included free breakfast, lunch, and mid-morning and mid-afternoon snacks; medical check-ups including immunizations; dental check-ups with some of the children receiving dental work on their teeth; field trips to various places of interest to broaden the childrens horizon; services of a certified art instructor; use of migrant adults as teacher aides; released time for religious instruction if so desired; and the invaluable service of the traveling teacher sponsored by the Texas Migrant Program.

Attendance remained high and stable throughout the summer months. The reporting schools indicated that the migrant children had a better attendance record than the local children who were involved in other school programs.

B. Project Activities Judged to be Most Effective

1. Pre school through grade 3
    a. Ungraded classroom organization
    b. Aural-oral language approach
    c. Migrant adults as teacher aides
    d. Educational field trips
    e. Medical and nutritional services
2. Grade 4 through grade 6
    a. Ungraded classroom organization
    b. Use of audio visual aids
    c. Educational field trips

d. Migrant adults as teacher aides

e. Medical and nutritional services

3. Grade 7 through 12

a. Audio visual aids

b. Educational field trips

c. Activities periods

d. Ungraded classroom organization

e. Medical and nutritional services

C. Classroom Procedures

The ungraded classroom, using the aural-oral language approach and individualizing the subject matter lesson to the student appears to work best with the migrant child.

The variance between the migrant children was too great to attempt any other approach other than individualizing the lessons. The low pupil-teacher ratio helped impliment and carry through this concept.

The physical set-up of the migrant schools were held in conventional elementary school buildings in use in the four attendance centers. The migrant programs were housed in separate school sites or in separate wings of the school buildings that were used. Two of the reporting attendance centers had local programs in the same building and the children wer mingled for activity programs and for free play periods, but the academic programs were separated.

V. Inter-Relationship With Regular Title I Programs

In Iowa there are no state operated Title I migrant programs. The local school plans, sponsors, and carries out the migrant

program. The State agency reviews the local program, makes recommendations, visits each program while it is in progress, acts as a central clearing house for disseminating and collecting information, and is the laison agency between the national and local agencies concerned with Title I programs for migrant children.

The Texas Migrant Program which sponsors the traveling teacher to the local schools and assists them in comprehending the problems of the migrant children has been of tremendous help. The annual workshop for migrant educators, being held in McAllen, Texas, will be attended by this writer and any information received will be passed on to the local migrant sponsoring schools. The administrative personnel of the local schools were invited to attend the Texas Meeting but due to other committments they cannot attend this year.

VI. Coordination With Other Programs

The basic organizational structure of the migrant program in Iowa is arranged in this manner. The Iowa State Department of Public Instruction is the official sponsoring agency for migrant school age children. In turn, the State Title I Agency designated the Mason City Community School district and the Muscatine Community School district as the two agencies to handle this phase of migrant education. In turn, the Migrant Action Program of Mason City and the Muscatine Migrant Committee of Muscatine were designated as the two agencies to coordinate local groups interested in the migrant problem. The Migrant Action Program additionally is the designated agency for migrants by the O.E.O. The M.A.P. agency also acts in the same capacity in southern Minnesota.

The respective local migrant agencies operate migrant centers which serve the needs of the migrant populations. This includes adult education, social and recreational activities, health services, and thrift clothing stores where new and used clothing is available for a very nominal cost to the migrants. H.E.W. health grants provide sanitary, medical, and dental services for the migrants.

The Iowa Department of Social Welfare employed student social workers who spent the summer months working with the migrants. These social welfare trainees visited the migrant families upon their arrival to explain the educational opportunities available to the children and to enroll the students in the summer programs in their respective public school districts in the fall.

The Iowa Department of Social Welfare also placed many migrant children less than two years of age in foster day care homes while their mothers worked in the harvest of field crops.

The federal sponsored headstart program enrolled children from age two to five in their program which were held in conjunction with the Title I elementary programs.

The Muscatine Council of Church Women provided local volunteers to assist as cooks for the hot lunch program and to serve as classroom aides for the Migrant Headstart Program.

Under the sponsorship of the University of Iowa Medical and Dental colleges, and with the approval of the Muscatine County Medical and Dental Societies, complete medical and dental examinations and follow-up treatment were provided to the migrant students.

The Muscatine Y.W.C.A. provided facilities for recreational swimming as well as swimming lessons without charge each week throughout the program period.

The Iowa State Department of Health furnished free topical fluoride applications for all school age enrollees. This was the first time that a group of school age children in Iowa had been administered this new protective dental treatment.

The Migrant Action Program and the Muscatine Migrant Committee also sponsored evening classes for adults which included counseling and job development areas for the migrants. They also helped secure housing and furniture for the migrant families who wanted to settle in Iowa.

B. Coordination Between Programs.

As it was mentioned earlier, the Migrant Action program and the Muscatine Migrant Committee were the coordination agencies, in their respective areas, for the migrant programs. This writer in visiting the respective program areas and talking with the various agency people concerned with the problems of the migrants, ascertained that excellent coordination of the agencies were maintained. The two main agencies were active in soliciting other groups to join in and use their particular talents in working with the migrant population.

C. Gaps Remaining

The first request is for better and faster delivery of school records for the school age migrant child. The schools felt that much of the pre-testing could be reduced if they could get the school records of the children at the time the children enroll in the program.

Perhaps a small brochure could be made up and distributed to the various states for dissemination to the schools that would explain and outline the goals of the Texas Traveling Teacher Porgram. Each of the schools visited felt that this person was of great help to them but there was the feeling of not quite understanding this person's complete role.

There was an expressed need for some kind of a social organization for the migrant youth. Most of the established programs shut down during the summer months and it is extremely difficult to reactivate them due to vacations, etc. Maybe something of this nature could be started during the home base phase of the year and the migrant children could continue their youth activity as they travel with their families.

VII. Community Involvement of Migrants

Migrant mothers were employed as teacher aides for the migrant headstart and elementary school programs in each of the school attendance centers. The migrant aides were invaluable to the program for the following reasons:

1. Aides were responsible for general clerical and classroom housekeeping duties, thus permitting teachers to concentrate their efforts upon areas of instruction.
2. They served as a communications link between teacher and child when the language barrier prevented transmittal of information.
3. The younger children felt reassured by the presence of adults from their own sub-culture.
4. Instructors gained insight into the typical migrant parent-child relationship.

Parent advisory groups were initiated and they functioned very well in helping plan the migrant educational programs, in advise in the conduct of the program, and in interpreting the goals of the programs to the citizens of their respective communities.

In several of the attendance schools the migrant parents planned, prepared, and successfully gave Mexican-American style get togethers for the staff and community.

VIII. Non-Public School Participation

This segment of the evaluation outline does not apply in Iowa.

IX. Dissemination

On the local level each of the coordinating agencies released stories and information to the local newspapers, radio, and television stations. The school attendance centers made both formal and informal contact with the migrant parents and their own local people concerning the activities of the migrant programs.

The State Title I agency acts as a clearing house for information to and from the LEA and on an interstate basis also. Newspaper, radio, and television releases are sent out by this agency. A monthly newsletter is written and mailed to all schools, public and non-public, as well as to other interested states and congressmen. Copies of this evaluation report will be sent to each of the States as well as to interested agencies who request them.

X. Problem Areas in Program Implementation

The most pressing problem is financing the migrant programs. Each year there is a scramble for funds to carry out all of things that the local school people feel would make a better program for

the migrants. By the shifting of some funds from school districts that do not use their total allocation, we were able to increase the funds to the migrant program.

The Mason City area has four attendance centers and the State Title I agency had to use considerable persuasion in one instance, to get an attendance center to house the migrant program. However, once the initial stage of the program is set, local cooperation has been very good.

The two coordinating agencies, Migrant Action Program, and Muscatine Migrant Committee, have been of invaluable assistance in implementing and supporting the migrant programs in Iowa.

TABLE 1

STANDARDIZED TEST RESULTS

GRADE Kindergarten

NAME OF ACTIVITY Reading Readiness

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	July 68	Metropolitan Readiness	A	16	61	11.662	6	2	6	2
Post	Aug. 68	Metropolitan Readiness	A	21	48	25.159	3	3	9	6
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 1

NAME OF ACTIVITY Reading (Paragraph meaning)

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June, 68	Stanford Achievement Primary I	W	10	10	5.385	9	0	1	0
Post	Aug., 68	Stanford Achievement Primary I	X	17	11	6.083	14	2	1	0
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 2

NAME OF ACTIVITY Reading (Paragraph meaning)

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June, 68	Stanford Achievement Primary I	W	9	10	5.385	9	0	0	0
Post	Aug., 68	Stanford Achievement Primary I	X	16	11	6.083	13	3	0	0
Pre										
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 3

NAME OF ACTIVITY Reading (Paragraph meaning)

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June, 68	Stanford Achievement Primary II	W	9	23	9.434	5	3	1	0
Post	Aug., 68	Stanford Achievement Primary II	X	13	21	8.485	10	2	2	0
Pre										
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 4

NAME OF ACTIVITY Reading (Paragraph meaning)

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June, 68	Stanford Achievement Primary II	W	8	23	9.434	4	4	0	0
Post	Aug., 68	Stanford Achievement Primary II	X	13	21	8.485	9	3	0	0
Pre										
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 5

NAME OF ACTIVITY Reading (Paragraph meaning)

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June, 68	Stanford Achievement Intermediate I	W	14	12	7.071	9	4	1	0
Post	Aug., 68	Stanford Achievement Intermediate I	W	13	20	8.775	8	3	2	0
Pre										
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 6

NAME OF ACTIVITY Reading (Paragraph meaning)

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June, 68	Stanford Achievement Intermediate I	W	14	12	7.071	9	4	1	0
Post	Aug., 68	Stanford Achievement Intermediate I	W	13	20	8.775	8	3	1	1
Pre										
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 1 NAME OF ACTIVITY Mathematics

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June, 68	Stanford Achievement Primary I	W	10	25	10.863	8	2	0	0
Post	Aug., 68	Stanford Achievement Primary I	X	17	24	10.536	11	4	2	0
Pre										
Post										
Pre	June, 68	Stanford Achievement Primary I	W	12	12	14.430	9	2	1	0
Post	Aug., 68	Stanford Achievement Primary I	X	9	16	14.430	6	2	1	0
Pre										
Post										
Pre	June, 68	Stanford Achievement Primary I	W	2	17	14.430	0	1	1	0
Post	Aug., 68	Stanford Achievement Primary I	X	2	23	14.430	0	2	0	0
Pre										
Post										
Pre	June, 68	Stanford Achievement Primary I	W	7	27	14.430	5	2	0	0
Post	Aug., 68	Stanford Achievement Primary I	X	6	16	14.430	3	3	0	0
Pre										
Post										
Pre										
Post										

TABLE 1

STANDARDIZED TEST RESULTS

GRADE 2 NAME OF ACTIVITY Mathematics

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June, 68	Stanford Achievement Primary I	W	9	25	10.863	7	2	0	0
Post	Aug., 68	Stanford Achievement Primary I	X	17	24	10.536	11	4	2	0
Pre										
Post										
Pre	June, 68	Stanford Achievement Primary I	W	8	11	8.38	5	2	1	0
Post	Aug., 68	Stanford Achievement Primary I	X	6	15	8.38	2	2	1	1
Pre										
Post										
Pre	June, 68	Stanford Achievement Primary I	W	6	16	8.38	2	1	1	2
Post	Aug., 68	Stanford Achievement Primary I	X	5	18	8.38	1	1	0	3
Pre										
Post										
Pre	June, 68	Stanford Achievement Primary I	W	2	17	8.38	0	1	1	0
Post	Aug., 68	Stanford Achievement Primary I	X	1	14	8.38	0	1	0	0
Pre										
Post										
Pre										
Post										

TABLE 1

STANDARDIZED TEST RESULTS

GRADE 3 NAME OF ACTIVITY Mathematics

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June, 68	Stanford Achievement Primary II	W	8	13	6.559	5	2	1	0
Post	Aug., 68	Stanford Achievement Primary II	X	13	12	4.899	9	3	1	0
Pre										
Post										
Pre	June, 68	Stanford Achievement Primary II	W	9	19	9.3	4	3	0	2
Post	Aug., 68	Stanford Achievement Primary II	X	4	23	9.3	2	0	1	1
Pre										
Post										
Pre	June, 68	Stanford Achievement Primary II	W	3	18	9.3	2	1	0	0
Post	Aug., 68	Stanford Achievement Primary II	X	3	13	9.3	1	2	0	0
Pre										
Post										
Pre	June, 68	Stanford Achievement Primary II	W	4	15	9.3	4	0	0	0
Post	Aug., 68	Stanford Achievement Primary II	X	2	15	9.3	2	0	0	0
Pre										
Post										
Pre										
Post										

TABLE 1

STANDARDIZED TEST RESULTS

GRADE 4 NAME OF ACTIVITY Mathematics

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June, 68	Stanford Achievement Primary II	W	8	13	6.557	5	2	0	1
Post	Aug., 68	Stanford Achievement Primary II	X	12	12	4.899	9	2	1	0
Pre										
Post										
Pre	June, 68	Stanford Achievement Primary II	W	7	9	7.07	3	3	0	1
Post	Aug., 68	Stanford Achievement Primary II	X	6	8	7.07	3	2	1	0
Pre										
Post										
Pre	June, 68	Stanford Achievement Primary II	W	5	15	7.07	2	0	0	3
Post	Aug., 68	Stanford Achievement Primary II	X	3	18	7.07	1	0	0	2
Pre										
Post										
Pre	June, 68	Stanford Achievement Primary II	Y	1	19	6.46	0	1	0	0
Post	Aug., 68	Stanford Achievement Primary II	X	0			0	0	0	0
Pre										
Post										
Pre										
Post										

TABLE 1

STANDARDIZED TEST RESULTS

GRADE 5 NAME OF ACTIVITY Mathematics

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June, 68	Stanford Achievement Intermediate I	W	15	9	6.708	7	3	3	2
Post	Aug., 68	Stanford Achievement Intermediate I	W	15	11	6.557	4	8	3	0
Pre										
Post										
Pre	June, 68	Stanford Achievement Intermediate I	W	4	17	5.18	3	0	0	1
Post	Aug., 68	Stanford Achievement Intermediate I	X	4	19	5.18	2	1	0	1
Pre										
Post										
Pre	June, 68	Stanford Achievement Intermediate I	W	2	27	5.18	0	1	0	1
Post	Aug., 68	Stanford Achievement Intermediate I	X	1	35	5.18	0	0	0	1
Pre										
Post										
Pre										
Post										
Pre										
Post										
Pre										
Post										

TABLE 1

STANDARDIZED TEST RESULTS

GRADE 6 NAME OF ACTIVITY Mathematics

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June, 68	Stanford Achievement Intermediate I	W	14	9	6.708	6	2	4	2
Post	Aug., 68	Stanford Achievement Intermediate I	W	14	11	6.557	4	7	3	0
Pre										
Post										
Pre	June, 68	Stanford Achievement Intermediate I	W	2	17	7.21	1	1	0	0
Post	Aug., 68	Stanford Achievement Intermediate I	X	1	28	7.21	0	0	1	0
Pre										
Post										
Pre	June, 68	Stanford Achievement Intermediate I	W	4	15	5.14	3	1	0	0
Post	Aug., 68	Stanford Achievement Intermediate I	X	3	19	5.14	1	2	0	0
Pre										
Post										
Pre										
Post										
Pre										
Post										
Pre										
Post										

TABLE 1

STANDARDIZED TEST RESULTS

GRADE 7 NAME OF ACTIVITY Mathematics

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June, 68	Stanford Achievement Advanced	W	2	13	7.21	1	1	0	0
Post	Aug., 68	Stanford Achievement Advanced	X	2	33	7.21	0	1	0	1
Pre										
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 8 NAME OF ACTIVITY Mathematics

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June, 68	Stanford Achievement Advanced	W	1	17	5.76	1	0	0	0
Post	Aug., 68	Stanford Achievement Advanced	X	1	17	5.76	1	0	0	0
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